



INFLUENCE OF DOMESTIC VIOLENCE ON SECONDARY SCHOOL STUDENTS ACADEMIC PERFORMANCE IN EGOR LOCAL GOVERNMENT AREA OF EDO STATE

FESTUS OSASUMWEN AHANOR

Department of Curriculum and Instructional Technology,
Faculty of Education, University of Benin, Edo State, Nigeria
osasumwen.ahanor@uniben.edu
+2348034905674

EUNICE ISAAC ESSIEN

Department of Curriculum and Instructional Technology
Faculty of Education, University of Benin, Edo State, Nigeria
eunice.essien@uniben.edu
+2347032642018

Abstract

The research aimed at investigating the influence of domestic violence on secondary school students' academic performance in Egor local government area of Edo State. The descriptive survey design with a correlational approach was used in the study. A questionnaire titled "Domestic Violence and Students' Academic Performance (DVSAP)" was designed to fetch data from 400 respondents randomly selected from ten government secondary schools in Egor local government area of Edo State. To direct this investigation, two hypotheses were posed and postulated. The significance threshold for testing hypotheses 1 and 2 was set at 0.05. The reliability score was 0.84. The Pearson Product Moment Correlation Coefficient Formula was used to analyze the data. The findings showed that domestic violence is associated with risk factors which lower self-esteem, antisocial personality traits, heavy alcohol and drug use, anger, depression, hostility and so on. Additionally, the findings also revealed that domestic violence due to the risk factors involved affects students' class participation and school behavioural patterns which lowers their academic performance. Arising from the findings, it was recommended amongst others that awareness campaigns should be put in place as this will enable victims to always speak up.

Keywords: Domestic Violence, Secondary School, Students, Academic Performance, Influence

Introduction

Domestic violence has had severe effects on students' life and academic performance. Pupil school participation as seen in attendance, performance, and class participation is related to their psychological and physical state which in turn could be influenced by family inter-relations including domestic violence. Domestic violence is almost always accompanied by psychological abuse and in many cases by forced sex as well. Although the family is a place where people are expected to maintain intimacy and experience greater emotional support in their relationship, domestic violence presents itself as a paradox. According to the World Health Organization (2015), violence is an intentional use of physical force or power or threats against oneself, another person, or against a group of people, or the entire community which results in injury, psychological harm, and deprivation. With this definition, Domestic violence is the display or the presence of all the activities mentioned above in the home. Domestic violence is not new to Nigerian society. Its surge is constantly on a high note without signs of no reduction regardless of age, tribe, religion, or social status.

Domestic violence is of different types and they include but not limited to the following, physical, sexual, psychological, economical, emotional, verbal, and so on. Kufolator, (2020) pointed out that

between 2018-2020, reported cases of domestic violence were about 124,000 victims from different parts of Nigeria. He also noted that the highest rate of domestic violence took place in 2020 due to the Corona Virus (COVID-19) lockdown. Most often, women and children are the victims of domestic violence, and violence between spouses usually has far-reaching consequences on their children. Children who witness violence between their parents often develop behavioural and psychological problems. This has a very high chance of affecting their academic performance (Tony, 2002).

The home has a great influence on the child's psychological, emotional, social, and economic state. It is the first learning institute of every student and what happens in the home goes a long way in the formation of a child, his reaction to life situations, and his general level of performance. This violence that occurs at home which includes rape, acid attack, kidnapping, pouring of hot water on a child, child trafficking, and more can greatly affect children's cognitive skills. Disadvantaged children (children with poor social backgrounds and facing more domestic violence factors) start schooling with significantly lower cognitive skills than their more advantaged peers (Sharma et al., 2015). Dutton (2012) defines physical abuse as any behaviour that involves the intentional use of force against the body of another person that risks physical injury, harm, and or pain. It includes pushing, hitting, slapping, choking, using an object to hit, twisting a body, forcing the ingestion of an unwanted substance, and use of a weapon. He further sees sexual abuse as a form of domestic violence and defines it as any unwanted sexual intimacy forced on an individual by another. It may include oral, anal, or vaginal stimulation or penetration, forced nudity, and forced exposure to sexually explicit material or activity. Compliance may be obtained through actual or threatened physical force or some other form of coercion.

A vast of people, many of whom are children have been injured, disabled, and killed as a result of domestic violence. Following recent happenings where domestic violence has led to the deforming of children and adults alike vis-à-vis poor academic performance, there is a need to stem the tide of domestic violence thus according to it all seriousness that it deserves because domestic violence does not recognize the social classes or educational standards (Wopadovi, 2014). Domestic violence is assuming national and international attention and it is a type of violence that is prevalent in many homes, and the world over. It is a form of defilement, assault, sexual harassment, rape or battering, child abuse, for example, denial of rights, necessities, and opportunities, threatening patterns of communication such as insults, harassment and neglectful lack of action. Domestic violence has been outlined by Amnesty International as violence against an individual or group of people, especially women and children. It involves physical, sexual, and psychological violence in the family including battering, sexual abuse of female children in the household, dowry-related violence, marital rape, female genital mutilation, and other traditional practices harmful to any member of the household. Domestic violence may be exhibited by any member of the household (Sharma et al., 2015).

Bern (2010) asserts that domestic violence interferes with the student's ability to function in school and thus leads to a decline in their academic performance. The majority of children who witness domestic violence carry over this exposure to their school life and exhibit a range of disruptive behavioural problems like increased aggression, social anxieties, and difficulties in concentrating. He noted that more than half of the school-aged children in domestic violence shelters show clinical levels of anxiety or post-traumatic stress disorder. Without treatment, these children exhibit risks for delinquency, truancy, school dropouts, and difficulties in their relationships which makes them withdrawn and nonverbal. Every school is likely to have children affected by domestic violence which contributes to both reduced academic progress and increased disruptive or unfocused classroom behaviour for children, adolescents, and teenagers.

Academic performance is an important parameter in measuring student success. The concept of academic performance is inevitable in any formal educational institution. It expresses the learning achievement of an individual or a group at the end of an academic program. It is a criterion for ascertaining the capabilities of a student from which he could assimilate, retain, recall and communicate his knowledge of what has been learned (Joe et al., 2014). This concept has a close relationship in meaning with academic achievement and academic attainment. Academic performance is a

demonstrated achievement as knowledge attained or skills developed in a school subject is usually designed by test scores or marks assigned by the teacher or both. These definitions imply that academic performance is an observed and measured aspect of a student's mastery of a skill(s) or subject content(s). It suggests that academic performance is one of the three required aspects of a properly composed learning objective. Enotiemwonmwan (2020) opined that academic performance connotes an expression of the learner's full attainment of properly stated behavioural objectives. Poor academic performance in secondary school is caused by a lot of factors such as school behavioural patterns, students' class participation, school locality, school type, home environment, family background and so on. This study will however deal with school behavioural patterns and students' class participation.

The definition of behaviour from the psychology dictionary refers to behaviour as any observable overt movement of the organism generally taken to include verbal behaviour as well as physical movements. Behaviour is every action by a person that can be seen or heard (Alberto & Troutman, 2003). Behavioural patterns of man are so simple and rudimentary that greatly the process by which he acquires new habits is by utilizing the conditioned response. This simplicity of his inherited patterns is closely correlated with his neural flexibility or synaptic incompleteness (Bernard in Sekar & Eyasu, 2017). Behavioural pattern from the psychology dictionary means a recurrence of two or more responses which occur in a prescribed arrangement or order. These patterns of behaviour developed through operant conditioning. They are also described as chains of behaviour, which are complexly linked from simpler, smaller segments and are also called behavioural patterns. They include putting on clean, neat and the appropriate school uniform; participation in school sports, games and debate; polite to other students, teachers and school staff; No bullying, fighting, using inappropriate language and curses; punctuality and so on

The developmental growth of children and youth are affected by their exposure to domestic violence experience whether emotional, mental, or social damage. Some children lose the ability to feel empathy for others. Others feel unable to make friends as easily due to social discomfort or confusion over what is acceptable, thus feeling socially isolated. Teachers who are professionals in their field need to understand the overwhelming issues associated with domestic violence and know how to identify them as well as assess and provide treatment to children and youth affected by domestic violence and this must be done to respond to the overwhelming issues associated with domestic violence. Domestic violence was named as a primary cause of homelessness in Nigeria today (Enotiemwonmwan, 2020). These statistics were supported by subjective accounts from social welfare and the ministry of women's affairs, suggesting that a disproportionate number of women who seek emergency shelter often with their children do so because they are fleeing immediate or very recent experiences of domestic violence. In fact, in some states in Nigeria, nearly one-third of all homeless children are homeless at least in part due to domestic abuse. Many barriers were faced by children and youth who flee violent homes with a parent survivor and who become homeless. Young people who flee violent homes are at heightened risk for emotional and behavioural problems (Linda & Baker 2002). They may be more likely than their peers to experience or participate in emotional or physical abuse themselves (Linda & Baker 2002). These effects can have a pronounced impact on children's adjustment in school, including their ability to learn and their concentration levels.

Student misbehaviour is a source of worry for all school stakeholders (Gutuza & Mapolisa, 2015; Marais & Meier, 2010; Ramjanally, 2015). It is a multifaceted and complex school problem that is manifested in various forms (Ali, et al. 2014). The various common forms of student misbehaviour are late coming, bunking classes, truancy, absenteeism, drug and alcohol abuse, bullying, love affairs, vandalism, assault on fellow students, insult on educators, wearing the wrong school uniform, use of the mobile phone, smoking, writing or using foul language in class, work not done, class disruption and immoral acts (Enotiemwonmwan, 2019). Student misbehaviour, however, is linked to academic performance and vice versa (Obeta, 2014, Nassau. 2007). Enotiemwonmwan (2019) investigated the impact of the family feud on student behavioural patterns in school. The study adopted a survey design as the operational framework for data gathering. Data were collected from five secondary schools in the Oredo LGA of Edo State. The sample comprised Of 300 secondary pupils. Data were collected using the Family Feud Impact on Student's Behavioural Pattern (FFISBP) questionnaire. Out of the 300

respondents who completed the questionnaire, 121 reported that hostility in the home usually affects their behaviour in school.

Class participation is an important aspect of student learning. When students speak up in class, they learn to express their ideas in a way that others can understand. When they ask questions, they learn how to obtain information to enhance their understanding of a topic. Class participation also is a valuable learning tool for teachers. Through students' questions, you learn what they don't understand, and can adjust your instruction accordingly. Class participation also include student copying of the note and answering class work, assignment and home work. However, when a child witness's domestic violence or he/she is a victim of domestic violence, this might affect the child's ability to speak up in class thereby resulting in to struggle to fit into the class. That struggle might manifest itself in the classroom in a variety of ways such as not volunteering to answer questions, not asking for help, not speaking up in small-group activities, not even talking in class at all, absent-mindedness and so on. Johnson (2013) examines the effect of domestic violence on School Participation in Etinosa Local Government Area of Lagos State. The random sampling technique was used to select 400 respondents comprising 250 schoolchildren, 50 teachers and 100 parents drawn from 10 public and 10 private schools in the Local Government Area. The main instrument used for data collection was a questionnaire. Findings were coded and given qualitative interpretation with the support of simple numbers and percentages. Major findings indicated that the children's school participation dwindles when he/she experiences any form of domestic violence. The child feels to avenge acts on him/her.

Ofofi (2015) examine the relationship between domestic violence and students' class participation. The design of the study was a survey design. The sample consists of 380 adolescent students in the urban and rural areas of Ovia North East Local Government Area. Eighty-three percent of the respondents indicated that they have witnessed domestic violence between their parents and they are usually left traumatized after the incident. The findings revealed that students who witness parental violence usually indulge in abuse, truancy, aggression and bullying in class and this obtain time impede their class participation and it was recommended amongst others that parents who indulge in violence should seek help from specialists. The immediate and long-term costs of domestic violence can thus be high, affecting children's education as well as having long developmental consequences. It is against this backdrop that this study was planned to investigate the impacts of domestic violence on the academic performance of secondary schools of Egor Local Government Area, Edo state.

Statement of the Problem

In recent times, domestic violence has assumed a more frightening dimension as it has become one of the most widespread forms of violence in Nigeria. Hardly a day passes without any form of domestic violence recorded in many homes. The resultant effect of this is perceived in reduced school attendance and poor academic performance. This is because, children whose parents are indulged in family feuds are usually left despondent (Enotiemwomwan, 2017). The background information provided shows that domestic violence takes place in many families and is, unfortunately, increasing in our society. It is also evident that children get affected, withdrawn, short-tempered, injured, disabled, and killed as a result of domestic violence. The extent and magnitude of domestic violence cannot be precisely measured because there are many cases whereby victims fail to report this vice, they hold on to it as an interpersonal and family secret and it keeps destroying the victims academically.

Research carried out by Enotiemwomwan (2017), Edepo (2019) and Etma (2020) showed a significant relationship between domestic violence and cultism, depression, rule violation, truancy, examination malpractices, absenteeism and so on. In addition, a study carried out by Idehen (2021) on the impact of domestic violence on student's learning outcomes in the West Africa Examination Council (WAEC), and National Examination Council (NECO) between 2019 and 2021 revealed that an average of 53% of the students were able to attain five credit pass in subjects like Mathematics and English. This, therefore, mean that 47% of the students have been failing and this is a result of domestic violence. This study, therefore, sought to establish how domestic violence has been influencing students' academic performance in Egor Local Government Area, Edo state.

Purpose of the Study

The purpose of this study is to examine the impact of domestic violence on the academic performance of secondary school students in Egor local government area, Edo State, Specifically, the study will seek to:

1. Find out the influence of domestic violence on school behavioural patterns of students
2. Determine the influence of domestic violence on students' class participation.

Research Questions

The following research questions guided the study:

1. What are the impacts of domestic violence on school behavioural patterns?
2. What are the impacts of domestic violence on students' class participation?

Hypotheses

The following hypotheses were formulated to guide this study:

1. There is no significant relationship between domestic violence and school behavioural patterns of students.
2. There is no significant relationship between domestic violence and students' class participation.

Methodology

The study adopted the descriptive survey design with a correlational approach. This design was suitable in investigating the influence of domestic violence on secondary school students' academic performance in Egor local government area of Edo State. The population for this study consists of all senior secondary school students in Egor local government area of Edo State. There are thirteen public secondary schools in the local government area. The sample consists of four hundred (400) students who were randomly selected from ten public secondary schools in Egor local government area. Forty students were also randomly selected from each of the schools. A questionnaire titled "Domestic Violence and Students' Academic Performance (DVSAP)" was the instrument used by the researcher to gather data. The questionnaire was constructed using the 4 points likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The instrument has two major parts; Section A and Section B. Section A addressed the demographic variables and the other part elicited comments on students' school behavioural pattern and students' class participation with 30 items. Thirty students who were not part of the sampled population were given the instruments to test the reliability of the instrument. Data obtained were analyzed using the Cronbach Alpha Correlation Coefficient Formula and a reliability coefficient of 0.83 was obtained. The Pearson Product Moment Correlation Coefficient was used to examine the gathered data. All hypotheses were examined at the significance level of 0.05.

Results

Hypothesis One: There is no significant relationship between domestic violence and school behavioural patterns of students.

Table 1: Domestic Violence and Students School Behavioural Patterns

Variables	N	Pearson (r)	Sig.	Decision
Domestic Violence and student school behavioural patterns	400	0.857	0.365	Rejected

A computed value of 0.857 and a table value of 0.365 are displayed in Table 1. Since the computer value is greater than the table value, the null hypothesis which states that "there is no significant relationship between domestic violence and school behavioural patterns of students is rejected.



Hypothesis Two: There is no significant relationship between domestic violence and students' class participation.

Table 2: Domestic Violence and Students' Class Participation

Variables	N	Pearson (r)	Sig.	Decision
Domestic Violence and students' class participation	400	0.733	0.291	Rejected

Table 2 shows a computed value of 0.733 and a table value of 0.291. Since the computed value is greater than the table value, the null hypothesis which states that “there is no significant relationship between domestic violence and students' class participation is rejected.

Discussion of Findings

The result indicated that there is no significant relationship between domestic violence and school behavioural patterns of students in Egor local government area. This finding correlate with Enotiemwonmwan (2020) whose studied revealed that hostility in the home usually affects students' behaviour in school. This finding does not also agrees with the views of Linda and Baker (2002) who posited that home violence can heighten the risk for emotional and behavioural problems. The result showed that there is a significant relationship between domestic violence and students' class participation in Egor local government area. This finding corroborates the view of Johnson, (2013) whose major findings indicated that children's school participation dwindles when he/she experiences any form of domestic violence. This finding also aligns with Ofoni (2015) whose studies revealed that students who witness parental violence usually indulge in abuse, truancy, aggression and bullying in class and this obtain time impede their class participation

Conclusion

Based on the results of the study, it was determined that school behavioural patterns of students can be influenced by domestic violence. Also the study also revealed that domestic violence does have an influence on student class participation. Hence there is the need for parent to be aware of how the impact of their actions can affect their children academic performance.

Recommendations

The following recommendations were made in light of the findings.

1. Domestic violence awareness campaigns should be put in place through the use of posters and pamphlets, drama, sings, radio discussions and public service announcement. When people are aware of the dangers and effects domestic violence has on lives, it keeps the issue alive and important and will enable victims to always speak up.
2. Teachers should be observant towards students' academic performance, behaviour and class participation in order to know those who are lagging and endeavor to find out the reason behind it.

References

- Ali, O. A. & Ahanor, F. O. (2014). Domestic violence and marital discord influence on adolescents in Benin metropolis. *Journals of Humanities and Ecology*, 23(2), 295 - 309.
- Alberto, P. A., & Troutman, A. P. (2003). Child abuse and students' academic performance in Boki local government area and Cross Rivers State. *British Journal of Education*, 3(3), 34 - 42.
- Berns, R. M. (2010). *Child, family, school, community: Socialization and support*. 8th edn. Wadsworth cengage learning.
- Dutton, M. A. (2012). *Women's response to battering: Assessment and intervention*. Springer.
- Edepo, M. O. (2019). Handling adolescents and youth problems cost by separation and divorce. *Journals of Hematology*.



- Enotiemwonmwan, L. (2020). Child abuse and students' academic performance in Oredo Local Government Area of Edo State. *British Journal of Education*, 3(3), 34 – 42.
- Etma, L. I. (2020). Secondary School students' perception of marriage and divorce in Benin metropolis. *Africa journals of Educational Research and Findings*.
- Gutuza, F. O., & Mapolisa, O. K. (2015). Parental and related factors affecting students' academic achievement in Oyo state, Nigeria. *International Journal of Social, Behaviour, Educational, Economic and Management Engineering*, 8(9), 3065-3072.
- Idehen, N. E. (2021). Influence of domestic violence and divorce on poor academic performance. *Interdisciplinary Health Journals*, 4(3). 104 – 117.
- Joe, A. I., Kpolovie, P. J., Osonwa, K. E., & Iderima, C. E. (2014). Modes of admission and academic performance in Nigeria Universities. *Merit Research Journal of Education and Review*, 2(9), 203-230.
- Johnson, K. (2013). The effect of domestic violence on the basis school. *Journal of Family and Marriage*, 66(2), 452 - 471.
- Kufolator, K. U. (2020). Implication of Endsars protest in Nigeria Economic growth. *Nigerian Journal of Economic Education*, 4(1), 29-40.
- Linda, B. M., & Baker, R. H. (2002). *Witnessing inter-parental violence at home. Adolescents and school achievement*. Sociology theses, dissertations and students research, 1-45.
- Marais, P. J., & Meier, K. I. (2010). Academic achievement prediction. Role of interest in learning and attitude towards school. *International Journal of Humanities, social science and Education*, 1 (11), 73 - 100.
- Nassau, T. J. (2007). Gender series: Violence and abuse of women and girls in Kenya. *Journal of population communication Africa*, 1, 20 - 25.
- Obeta, W. C. (2014). Interventions for violence against women. *Journal of Scientific Review*, 289(1), 589 -600.
- Otoni, T. F. (2015). Child sexual among urban secondary school pupils; impact of family characteristics and family. *International Review of social sciences and Humanities*, 3(1), 36 - 50.
- Ramjanally, J. (2015). *Problems at home, problems at school: The effects of maltreatment in the home on children's functioning at school. An overview of recent research*. London; National society for the prevention of cruelty to children.
- Sekar, B. S., & Eyasu, M. R. (2017). How domestic violence influences academic achievements of students. *International Journal of Indian psychology*, 3(6), 139-140.
- Sharma, B. S., Basad, M., & Gupta, R. (2015). How domestic violence influences academic achievements of students. *International Journal of Indian Psychology*, 3(6), 139–140.
- Tony, J. (2002). *Gender Series: Violence and abuse of women and girls in Kenya*. Population Communication Africa volume II. Nairobi Trochim.
- Wopadovi, G. (2014). *Preventing child abuse and neglect: The national strategy, national child protection council and Canberra*.
- World Health Organization (2015). *World Report on Violence and Health*. Geneva: UNESCO.